DOCUMENT RESUME

ED 390 802 SP 036 354

AUTHOR Spuhler, Lee; Zetler, Alan
TITLE Montana Beginning Teacher Support Program. Research Report for Year Two 1993-94.
INSTITUTION Montana State Board of Education, Helena.
PUB DATE Jul 94
NOTE 54p.; For pilot year one, see SP 036 353; for year two and the final report, see SP 036 355-356 respectively.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Faculty Development; Helping Relationship; Inservice Teacher Education; *Interpersonal Relationship; Journal Writing; Master Teachers; *Mentors; State Programs; Teacher Attitudes; Teacher Certification; Teacher Persistence; Teacher Supervision
IDENTIFIERS *Montana; Performance Indicators; *Protege Mentor Relationship

ABSTRACT

This report is the second of three annual reports to the Montana Certification Standards and Practices Advisory Council (CSPAC) on the effectiveness of mentoring new teachers. Specific research topics for the study were: (1) whether mentoring conducted under an exclusive one-on-one relationship has an effect on the new teacher's development as measured by performance and attitude over the life of the study; (2) the association between successful mentoring and selected contextual conditions under which the relationships function in a cross-section of Montana schools; and (3) mentorship program options that could be recommended to CSPAC and Montana educators based on the effects and conditions examined during the study. The survey sample consisted of 12 beginning teachers from 7 teacher preparation programs. Performance indicators--including attitude and retention indicators, Concerns Model, mentor's assessment of mentee, mentee's self-assessment, and administrator's attitude survey--are analyzed. Journal entries, onsite interviews, and observation provide additional data. Based on the study's findings, two preliminary statements are presented. First, the performance and attitude indicators point to positive professional growth as perceived by the major players, and the pace of that growth appears to be more rapid compared to non-mentored beginners. Second, the contexts in which new teachers work cause some conditions to be individually serious or trivial, but across all new teachers, the first year is not generally a cognitive but rather an affective experience. Good mentors help novices work through the personal ramifications of teaching in school systems, allowing attention to shift toward higher level goals of instruction and learning. The data for each research question are summarized and presented in table form. Data collection forms and the survey instrument are included. (ND)

ED 390 802

# MONTANA BEGINNING TEACHER SUPPORT PROGRAM

## Research Report For Year Two 1993-94

Submitted July 1994

by

**Dr. Lee Spuhler, Project Administrator**
**Dr. Alan Zetler, Project Evaluator**

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Bauerle

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SB63654



BEST COPY AVAILABLE

# TABLE OF CONTENTS


Introduction . . . . . 1
Research Design Revisited . . . . . 1
Format of Year Two Report . . . . . 2
Year Two Sample . . . . . 2

Research Question No. 1
Performance Indicators Chart . . . . . 3
Attitude Indicators Chart . . . . . 4
Performance Indicators Summary . . . . . 5
Attitude Indicators Summary . . . . . 7
Retention Indicators . . . . . 8
Administrators Interviews Summary . . . . . 9
IPDP Analysis . . . . . 14
Concerns Model Indicator . . . . . 15
Figure 1. Changes Pre to Post-Test . . . . . 17
Mentor Effectiveness . . . . . 18
Mentee's Self-Assessment . . . . . 19
Administrators' Attitude Survey . . . . . 20
Mentors' Attitude Toward Program . . . . . 26
Attitude Statement from Mentees . . . . . 28
Consensus of Qualities Desired in Mentors . . . . . 31

Research Question No. 2
Association Between Mentoring Success & Selected Context Conditions . . 32
Table 1. Ranked Frequency Citations/Journal & Interviews . . . . . 38
Table 2. Lowest Concerns . . . . . 39
Table 3. Citations by Source w/Classification Means . . . . . 40
Special Characteristics of Mid/Range Citations . . . . . 42
Mentor/Mentee Thoughts on Teacher Education . . . . . 43
Research Interpretation & Conclusions . . . . . 47

# BEGINNING TEACHER SUPPORT PROGRAM

# RESEARCH REPORT FOR YEAR TWO

## INTRODUCTION

This report is the second of three annual reports to CSPAC. The first reflected the pilot year results and the research design generated from that year's effort. This document gives the result of the second year. The third annual report due in July 1995 will be more exhaustive, detailing the third year results, the pooled results of years two and three, interpretations and conclusions, and recommendations to CSPAC.

## THE RESEARCH DESIGN REVISITED

The details of the research were formalized with CSPAC in July 1993 in a document entitled Research Design for Project Years Two and Three 1993-94 and 1994-95. The general and specific research questions were as follows:

### The General Research Question

Does the formal pairing of a beginning Montana teacher with an experienced mentor during the first year of teaching facilitate the pace and quality of the new teacher's development into a competent practicing professional?

### The Specific Research Questions

1. Does mentoring conducted under an exclusive one-on-one relationship have an effect on the new teacher's development as measured by performance and attitude over the life of the study?

2. What is the association between successful mentoring and selected contextual conditions under which the relationships function in a cross-section of Montana schools?

3. What mentorship program options could be recommended to CSPAC and Montana educators based on the effects and conditions examined during the study?

Research question No. 1 was to be investigated using fifteen performance and attitude indicators, reproduced in this report as pages 3 and 4.

Research question No. 2 investigated the impact of school/community structured conditions, the content of which are reproduced as pages 35-37.

Research question No. 3 is dependent on the results of the first two specific questions and will not be addressed until the end of the three year study.

## FORMAT OF YEAR TWO REPORT

Each of the first two specific research questions will be addressed in turn. For question No. 1, a summary of results is provided following the same order used on the performance and attitude indicator chart noted above. Following that summary, detailed results for each indicator are supplied in the same order found on the indicator chart and summary.

It should be noted that the Concerns Model indicator results are but a digest of a very detailed report from Dr. John Rogan. This full report is confidential at this stage of the research as it uses personal identifiers.

For research question No. 2, a special introductory narrative has been written, followed by a number of frequency tables that indicate the relative impact of school context factors on the new teacher. A special section on teacher education was added in response to the question of whether or not teacher education is a significant background factor impinging on the new teacher.

The raw data is in the hands of the researchers and will remain confidential as it is specific to each mentorship site and identifies the individuals involved.

## YEAR TWO SAMPLE

Thirteen beginning teacher contacted in central and eastern Montana were initially selected for 1993-94. Just before the start of school, one AA district withdrew, eliminating a Carroll College graduate from the sample. Twelve beginners completed the year, representing seven teacher preparation programs and distributed as follows.

| School District Size | | |
|---|---|---|
| AA | - | 1 |
| A | - | 4 |
| B | - | 2 |
| C | - | 4 |
| Rural Elem | - | 1 |

| Assignments | | |
|---|---|---|
| Elementary | - | 4 |
| K - 12 | - | 3 |
| Secondary | - | 5 |
| (5 different majors) | | |

## Research Question No. 1

1. Does mentoring conducted under an exclusive one-on-one relationship have an effect on the new teacher's development as measured by performance and attitude over the life of the study?

## PERFORMANCE INDICATORS

| Indicator | Comments on Indicator | Data Source(s) | Analysis |
|---|---|---|---|
| Retention First Year | Rehired in same district after beginning year | Administration & teacher: control schools interviews<br>State Labor Department<br>Literature | Percentage relative to control schools<br>Relative to state<br>Relative to national |
| Retention 2nd & 3rd years | Rehired same district consecutively | Administration and teacher: control schools interviews: Inquiry of teacher | Percentage relative to control |
| Retention in Profession | Different district but still teaching or Graduate school | Administration and teacher: control schools interviews:<br>Teacher inquiry<br>Literature | Percentage relative to control<br>Relative to national |
| District Evaluation Formative | As used by district | Administrative interpretation via interview | Success relative to instrument ranking |
| District Evaluation Summative | As used by district | Administrative interpretation via interview | Success relative to instrument ranking |
| IPDP | Progression from initial concern to planned solutions to results | Written IPDP Plans and follow-up interview | Written evidence of planned effects, and results. Interpretation relative to Concerns Model stages |
| Concerns Model | Evidenced by Borich/Rogan indicators | Borich/Rogan questionnaire and response forms for mentees and control teachers, Pre and post application | Rogan analysis of differences for pre-post and treatment-control |
| Mentor's Assessment of Mentee | | Structured and free interview | Case analysis |
| Mentee's Self-Assessment | | Structured and free interview | Case analysis |
| Administrator's Assessment of Mentee | Intensity of problems and successes | Structured and free interview | Case analysis |
| In-service participation | | Mentee listing via journal Mentor's validation | Relative to available in-service opportunities |
| Other growth indicators | Locally determined | Administrative, mentor and mentee interviews: Mentee journal | Relative to opportunity and perceived benefit |

## ATTITUDE INDICATORS

| Indicator | Comments on Indicator | Data Source(s) | Analysis |
|---|---|---|---|
| Administrator's attitudes of program | | Written summative response and interview | Relative to expectations |
| Mentor's attitudes of program | Including program effect on themselves | Written summative response and interview | Case analysis relative to year's experience |
| Mentee's attitudes of program | Personal impact<br>Professional impact<br>Mentor relationships | Written summative response and interview | Case analysis and interpretation |

Research Question No. 1: Summary

Effects and Attitudes

## PERFORMANCE INDICATORS

| Indicator | Results | Detail on Page... |
|---|---|---|
| Retention First Year | 1992-93 10 of 11 Rehired Same District<br>1993-94 10 of 12 Rehired Same District<br>1993-94 (Control) 7 of 11 Rehired Same District | 8 |
| Retention 2nd & 3rd years | 1992-93 8 of 11 in Original District<br>1993-94 N/A | 8 |
| Retention in Profession | 1992-93 91%<br>1993-94 100%<br>1993-94 (Control) 91 to (64)% | 8 |
| District Evaluation Formative Eval. | Exceptional 1 Above Avg. 5 Satisfactory 4 Below/No Rsp 2 | Item 2 Pg 9 |
| Compared with other new teachers at that point in time. | Exceptional 1 Above Avg. 5 Satisfactory 4 Below/No Rsp 0 | Item 2 Pg 9 |
| District Evaluation Summative | Exceptional 1 Above Avg. 5 Satisfactory 6 Below/No Rsp 0 | Item 3 Pg 9 |
| IPDP<br>Distribution of IPDP Objective | Self Concerns 11 (21%) Task Concerns 23 (44%) Impact Concerns 18 (35%) | 14 |
| Attainment | Yes 5; No 4 Partial or NK 2<br>Yes 13; No 1 Partial or NK 9<br>Yes 10; No 0 Partial or NK 8 | |
| Concerns Model | Change in Percent Pre to Post<br>Mentees / Direction / Control / Direction<br>Self: 49 to 28 - 26 to 34 +<br>Task: 33 to 14 - 34 to 31 -<br>Impact: 18 to 58 + 40 to 34 -<br>Also, see "Other growth indicators" below | 17 |

**(Continued Next Page)**

# PERFORMANCE INDICATORS
## (Continued)

| Indicator | Results | | | Detail on Page... |
|---|---|---|---|---|
| Mentor Effectiveness<br>N = 12 | Above Expectations - 4<br>Appropriate Expectations - 6<br>Below Expectations - 2 | | | 18 |
| Mentee's Self-Assessment<br>N = 12 | Well Advanced - 6<br>Ahead of Expectations - 5<br>Normal Expectations - 1 | | | 19 |
| Administrator's Assessment of Mentee | <u>More than Normal</u> | <u>Average</u> | <u>Less Than Normal</u> | Items 4 and 6 Pg 9-10 |
| Problems Encountered | 2 | 3 | 7 | |
| Success Frequency | 7 | 3 | 2 | |
| In-Service Participation | Both the access to In-Service and the opportunity to participate in In-Service were below the discussion mean of 26.53. (Access = 20; Participation = 16) | | | See Question No. 2. |
| Other Growth Indicators From Administrators: | Did the new teacher develop beyond what your normal first year expectations would be? Yes 80%; No 20%.<br>Was progress toward expectations any more rapid than you would normally expect without mentoring? Yes 90%; No 10%. | | | Item 5 Pg 20<br>Item 4 Pg 20 |

## ATTITUDE INDICATORS

| Indicator | Results | | | Detail on Page... |
|---|---|---|---|---|
| Administrator's Attitudes of Program | (N=12 if >12 from multiple answers)<br>1. Experience any staff resentment? None 11; Some 1<br>2. Mentor selection--done it differently? Yes 1; No 11<br>3. Would you have selected another beginner as mentee? Yes 8; No 4; Perhaps 3<br>4. Do mentors personalize the school for a beginner? Yes 8; No 1; Some Degree 1; NK 1<br>5. Are beginners contracted by July 15 any better? Yes 30%; No 40%; NK or No Response 30%<br>6. Is $1,000 or similar reward needed for mentors? Yes 50%; No 50% | | | Pg 11-12<br>Item 6<br>Item 7<br>Item 8<br>Item 9<br>Pg 21<br>Item 9<br>Item 10 |
| Mentor's Attitudes of Program<br>On the Program:<br>On Self as Mentor: | Positive 11<br>Positive 11 | Negative 0<br>Negative 0 | One unable to respond<br>One unable to respond | Pg 26<br>Pg 27 |
| Mentee's Attitudes of Program<br>Personal Impact:<br>Professional Impact:<br>Mentor-Mentee Relationship:<br>Consensus of Qualities Desired in Mentors | Positive 11<br>Positive 9<br>Positive 9 | Negative 0<br>Negative 1<br>Negative 1 | Conditional 1<br>Conditional 2<br>Conditional 2 | Pg 28-29<br>Item 1<br>Item 2<br>Item 3<br>Pg 31 |

## RETENTION INDICATORS

The summary sheet indicators apply only to beginning teacher rehired in the same district for their second year or third consecutive years. Retention in the profession percentages includes all of the above plus those under contract to another district or furthering their education. The details for pilot year 92-93, 93-94 and 93-94 control teachers are current as of June 20, 1994.

### RETENTION AFTER FIRST YEAR

| | 92-93 Mentees | 93-94 Mentees | 93-94 Control |
|---|---|---|---|
| N | 11 | 12 | 11 |
| Original District | 10 | 10 | 7 |
| Another District | 0 | 1 | 0 |
| Seeking Teaching | 0 | 0 | (3)* |
| Grad School | 0 | 1 | 0 |
| Not Teaching/Unknown | 1 | 0 | 1 |
| Retained in Profession After One Year | 91% | 100% | 91% (64%)* |

*Percentage dependent on future employment of those still seeking.

### RETENTION AFTER SECOND YEAR

| | 92-93 Mentees | 93-94 Mentees | 93-94 Control |
|---|---|---|---|
| Original District | 8 | NA | NA |
| Another District | 2 | | |
| Seeking Teaching | 0 | | |
| Grad School | 0 | | |
| Not Teaching/Unknown | 1 | | |
| Retained in Profession After Two Years | 91% | | |

**SUMMARY**

| School |
|---|
| Administrator |
| Mentee |
| Mentor |

# ADMINISTRATOR INTERVIEWS
## APRIL 1994

1. Will _____ be returning to the district next year? Any details of the decision that might have implications for the mentorship program?

N = 12 Retention Rate

| Returning to District | Could Return | Returning, but different assignment |
|---|---|---|
| 9 | 2 | 1 |

2. What is your assessment of _____'s performance on the formative evaluations that took place during the year?

| Exceptional | Above Average | Satisfactory (Avg) | Below Avg or no response |
|---|---|---|---|
| 1 | 5 | 4 | 2 |

Are you able to compare that performance relative to other new teachers at the same point in time?

| Exceptional | Above Average | Average (OK) | Below Avg or no response |
|---|---|---|---|
| | | No "scale" comment | |
| 5 | 5 | 1 | 1 |

3. Have any final summative evaluations been conducted yet? If so, how did _____ come out? Where did ____ stand on any rating scale that might have been used?

| Exceptional | Above Average | Satisfactory (Avg) | Below Avg or no response |
|---|---|---|---|
| 1 | 5 | 6 | 0 |

4. Was the number and intensity of problems experienced by _____ this past year any greater or less than what you might expect from a new teacher?

| More than Normal | Average | Less than Normal |
|---|---|---|
| 2 | 3 | 7 |
| (More than Normal because of situation) | | |
| 1 | | |

Details? Was the mentor a factor?

More than Normal

A better match of mentor with mentee's style would have helped. Channels not followed in matching the two.

More problems than new teacher anticipated--factor was ten Chapter I pupils within classroom.

Average

Could have been worse: Some problems with older kids.

If the Mentor had not been there, ___ would have had many problems.

Biggest problem was keeping kids on task--will do better after mentor retires.

Less than normal

At beginning of year, mentor was a factor. Effect tapered off.

Potential problems with institutionalized kids did not transpire.

Extra curricular assignment was the problem--not the teaching assignment.

Combination of maturity and mentor's help.

Would have succeeded without mentor because of maturity level.

Mentor's classroom activities showed up in mentee's classes.

Were the successes of ____ more frequent or of greater magnitude than you might normally expect?

| Greater than expected | Average | Less than expected |
|---|---|---|
| 7 | 3 | 2 |

Details? Was the mentor a factor?

Greater than normally expected

Pitfalls avoided.

Mentor was right next door.

Relative to the situation, mentee better than expected.

New teacher given free rein--thus more opportunity.

Gained 2-3 years in curriculum growth; gains in classroom management.

Mentor is (was) even tempered.

Probably could have made it on her own.

Average

70% dependent on mentor this year; 30% next year; 0% third year.

Gained much technical knowledge from mentor.

Mentee learned one does not have to be expert in all areas.

Less

Mismatch of the pair. Mentor's responsibilities undefined.

Situation was the factor -- no win.

5. Are there ways in which ____ developed as a new teacher this year that you feel could be attributed to the mentor? Specifics?

Categories of development -- not prioritized

Personal development:

1. Safe, non-threatening interaction/talk
2. Confidence
3. Noted contrast in personal teaching style with that of others.
4. How to communicate
5. Conflict management
6. Working with aides/other staff
7. Patience

Task/Classroom development:

1. Dealing with problem kids
2. Time management

Impact development:

1. Daily implications of curriculum

Other comments:

1. Hard to separate the cause/effect of the personalities from the type of assistance rendered.

6. Did you experience any resentment from other teachers over the selection of _____ as a beginning teacher or the selection of ____ as a mentor?

| None | Some |
|---|---|
| 11 | 1 |

Comments

1. Other staff did not know of $1,000.
2. Some mentees thought they should get paid.
3. An aide created a problem, talking behind the new teacher's back.
4. Junior high staff resented mentor coming from high school and telling them how to work with the new (mentee) special ed teacher. Administrator says a better explanation of roles at the beginning would alleviate that situation.
5. Everyone totally behind the idea.
6. No problems, but this was dumb luck. (The school already had a mentoring system in place).
7. All supportive.

7. As you reflect on the selection of _____ as a mentor, would you have done anything differently?

| Yes | No |
|---|---|
| 1 | 11 |

Comments

1. Tough call on whether a subject oriented or people oriented person would be best mentor -- depends on the situation.
2. Specialists and odd-assignment teachers need the most help.
3. In small schools, mentor with similar major/minor assignment not possible. Thus, a principal may be the logical mentor choice.

8. The program randomly selected ____ as a beginning teacher to be mentored. If you were given the choice, would another beginning teacher have been your choice?

| Yes | No | Perhaps |
|---|---|---|
| 8 | 4 | 3 |

Comments

1. New teachers with 7th or 8th grade assignments should be the beginners mentored.
2. Extra-curricular is a drain. Would prefer that mentoring take place on someone without that factor. (Confounds the effect)
3. After time, could see that another new teacher more in need of help.
4. New teacher was strong enough anyway.

9. Schools evolve into systems or cultures in which pupils, teachers, support staff, the district and the community take on interactive roles within the system. The project views mentors as people who can "personalize" that system for one new teacher. Do you feel that process took place for ____ this year? Examples?

| Yes | No | To Some Degree | NK |
|---|---|---|---|
| 8 | 1 | 1 | 1 |

Examples

1. Dealing with social do's and don'ts
2. Dealing with faculty personalities
3. Dealing with school and community
4. Personalize school -- yes: Personalize community -- no; (Mentor did not live there)
5. Handling outside activities
6. Handling internal turmoil
7. Could not have done any better

10. What ideas have you generated in your own mind about the induction of new teachers generally or in your district as a result of this year's experience with the mentorship program?

On mentors

1. Department heads, if applicable, should be trained as mentors.
2. Bring both in early -- pay them.
3. To the mentor -- "You have something of value and we want you to share it."
4. There are too few $1,000 rewards for good teachers.

On mentees

1. Wit and humor are big factors.
2. Would set up programs for new teachers, using goals, objectives, methods.
3. A cheap investment to retain teachers.
4. Mentor the second year teacher, after specific needs and problems are known.

On administrators

1. Use the chain of command when picking mentors -- those closest to the situation.
2. We don't do enough -- reminds us of the need for initial assistance.
3. Opens my eyes wider.
4. Inaugurate new teacher early to special district practices, i.c., Madeline Hunter.

On the process

1. Mentoring assistance more critical at start of year than later on.
2. New teachers could be asked by administration to keep a log.
3. If mentoring becomes statewide, district participation should be voluntary--with incentives.
4. Hold regional meetings of new teachers.
5. Mentoring should be part of teacher education.
6. Provide released time for the pair - at the least, schedule some prep time.

## ANALYSIS OF IPDP'S RELATIVE TO CONCERNS MODEL 1993-94

### YEAR TWO

New Teachers = 12

Number of objectives cited in IPDP's = 52

Range of number of objectives cited = 3 to 6

Mean number of objectives per new teacher = 4.33

Distribution of objectives re Concerns Model categories

| | | | | |
|---|---|---|---|---|
| Self Concerns | = | 11 | = | 21% |
| Task Concerns | = | 23 | = | 44% |
| Impact Concerns | = | 18 | = | 35% |

Completion or attainment rate of IPDP goals as determined by Mentee
N = 52

| | | | | |
|---|---|---|---|---|
| Goals Attained | = | 28 | = | 54% |
| Goals Not Attained | = | 5 | = | 10% |
| Goals Partially Attained | = | 13 | = | 25% |
| No Knowledge | = | 6 | = | 11% |

All goals stated had accompanying performance indicators.

Attainment by Concerns Model Categories

| | | | | |
|---|---|---|---|---|
| Self Concerns | Y = 5 | N = 4 | P = 2 | NK = 0 |
| Task Concerns | Y = 13 | N = 1 | P = 6 | NK = 3 |
| Impact Concerns | Y = 10 | N = 0 | P = 5 | NK = 3 |

## CONCERNS MODEL INDICATOR

Dr. John Rogan was contracted by the study to conduct an assessment of mentoring effect of the new teachers' professional development. Using a "Concern's Model", novice teachers express their concerns about teaching and use metaphors to describe themselves as teachers. More lengthy descriptions of the model exist in the project response to the RFP, the research design and in Dr. Rogan's confidential report, A Study of the Concerns and Self Images of First Year Teachers: A Comparison of Mentored and Non-Mentored Novices: June 1994. Stated simply, new teachers will first focus on self concerns -- how will I be affected? Once resolved, teachers next address task concerns -- the routine and management of the classroom and instruction. After reaching a comfortable scheme of management, the teacher moves to a third level called impact concerns, in which decisions are made not because of self or task, but because of the anticipated impact on pupil learning. Professional growth can be measured by the speed and self image expressed by teachers as they progress through the stages.

Using a validated questionnaire and written metaphors of self, mentees for 93-94 were compared to a control group of non-mentored new teachers selected from the same pool. Figure 1 from the Rogan report (following) shows the changes in concerns within the mentee and control groups from pre to post periods. Control teachers were relatively constant in their concerns from the beginning to the end of the school year. Mentee self concerns and task concerns dropped while impact concerns rose to 58%.

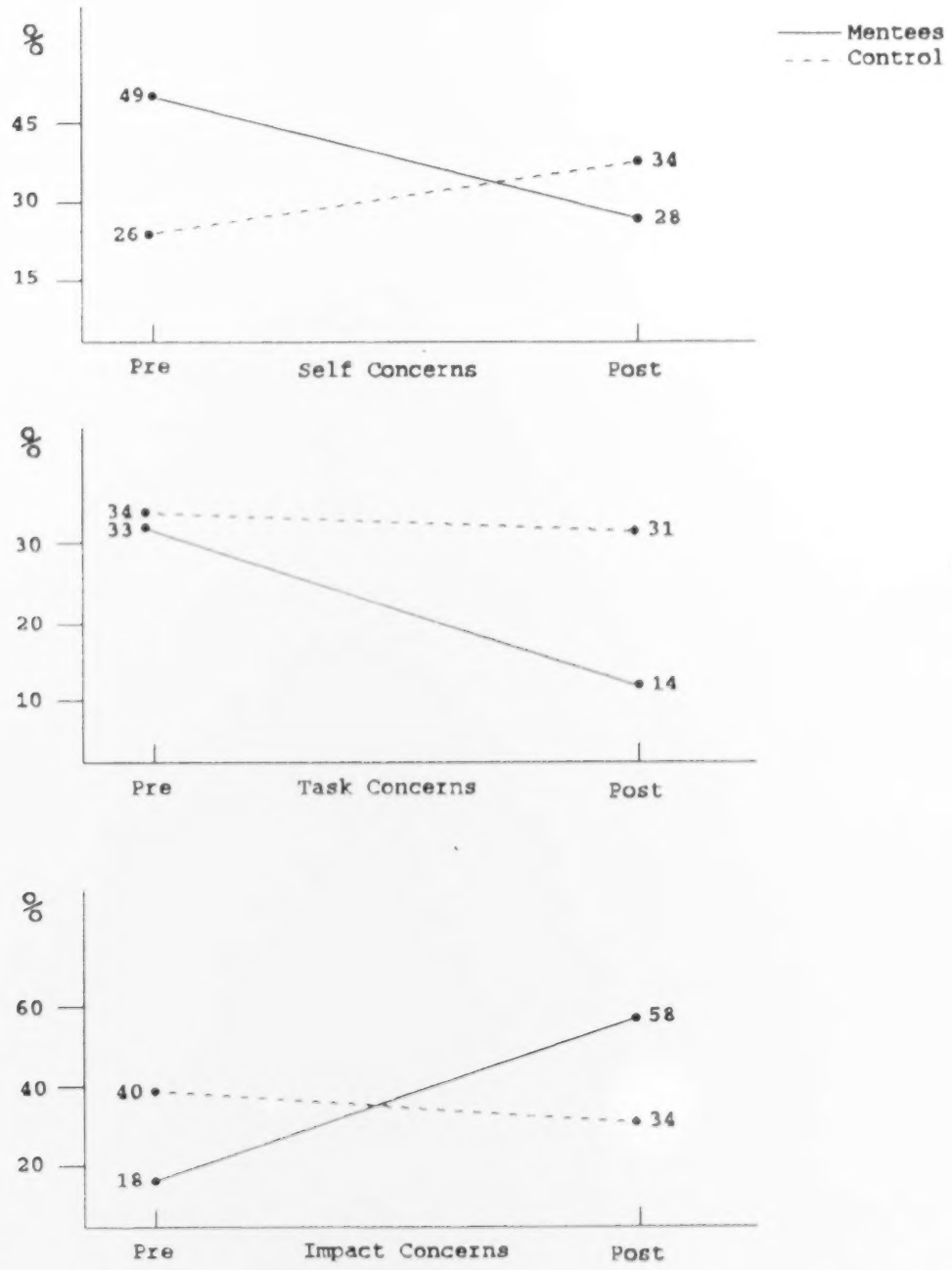
The self-described metaphors are useful in lending qualitative explanations and insight into the observed results. The connection between metaphors and concerns stages must be applied to identified individuals to reveal such insights and, unfortunately, cannot be made known in a public report.

Dr. Rogan advances a conclusion for the 93-94 mentees, but which must be replicated next year before becoming definitive.

> Conclusion
>
> Although we are dealing with small samples and data that is open to interpretation, the study does, in my opinion, show the positive effects of mentoring. In the written concerns, the mentees did display noticeable decreases in self and task concerns, accompanied by a sharp increase in impact concerns. By way of contrast, the percentages of the control group remained fairly stable. The data from the Stages of Concerns questionnaire is less definitive, due in

part to the small sample. However, looking at changes within groups that were statistically significant, the mentee group showed a decrease in self concerns, while the control group had an increase in task concerns. The comparisons between groups showed that the mentee group scored higher on impact concerns, although this difference only achieved the level of significance on the pre-test. Finally, the images of self-as-teacher showed an overall growth for the mentees, but decline for the control group.

Figure 1. Changes from pre- to post test on the percentages of types of written concerns expressed by mentees and control teachers.



## MENTOR EFFECTIVENESS

Change of indicator:

The research design called for the "Mentor's Assessment of Mentee" (pp 3) as one performance indicator. Since all indicators in the design were directed at the beginning teacher, the project coordinators decided to change the noted indicator to one of "Mentor Effectiveness" after noting that mentors do not perform equally. The assessment of Mentor performance was based on the collective judgement of the two coordinators, triggered by the on-site interviews, mentee journals, administrator comments and observation of general meeting and on-site interactions.

The definition of effectiveness is "actions appropriate to the mentee and to the local context." Some beginning teachers were stronger personally and professionally than their mentors. Appropriate behavior for a mentor in this case was different from one whose mentee was shy and insecure. Another aspect of effectiveness was the ability to personalize the local school situation for the new teacher. Some mentors were able to minimize anxiety in the beginner -- others were not. Mentor's had to read the factors contributing to the local chemistry and respond accordingly.

Of the twelve mentors for 1993-94, four were judged to exceed expectations, six were appropriate for the local situation, and two performed below appropriate expectations.

## MENTEE'S SELF-ASSESSMENT

The source of data for mentee self-assessment came from a case analysis of (a) structured and free interviews, and (b) concerns model analysis by individual. The project coordinators arrived at a judgment for each mentee which gauged the new teacher's sense of growth and development as was exhibited and expressed to the researchers.

Using the three stages of concern utilized in the concerns model as a basis, each mentee's end of year placement as a self, task or impact teacher was the foundation for the self-assessment decision. These decisions were then tempered with other impressions gained by the researchers, finally arriving at a comparative scale of professional development, i.e., "Mentee's Self-Assessment." The results are as follows:

PROFESSIONAL DEVELOPMENT OF 12 MENTEES 1993-94

| | |
|---|---|
| Well advanced of first year normal expectations -- | 6 |
| Ahead of first year normal expectations -- | 5 |
| Typical of first year normal expectations -- | 1 |

**SUMMARY 6/6/94**
**(10 of 12 Returns)**

School _____

Administrator _____

ADMINISTRATORS' ATTITUDE SURVEY

FOR

BEGINNING TEACHER SUPPORT PROGRAM 1993-94

The mentorship program in which you participated this school year is a research project designed to answer the following question:

> "Does the formal pairing of a beginning Montana teacher with an experienced mentor during the first year of teaching facilitate the pace and quality of a new teacher's development into a competent practicing professional?"

The following items ask for your response to the mentorship program as you saw it function in the context of your school. Circle a response and comment as you see fit.

## Professional Development of the New Teacher

**Percent of 10 responses**

| | | | | |
|---|---|---|---|---|
| 1. | Do you have a set of general developmental expectations for first year teachers in your school? | **60** Yes | **40** No | **0** NA |
| 2. | Were the expectations of the new teacher under mentorship any different from the expectations of other non-mentored new teachers? | **10** Yes | **90** No | **0** NA |
| 3. | Did the new teacher meet your expectations for the year? | **100** Yes | **0** No | **0** NA |
| 4. | Was that attainment, or progress toward your expectations, any more rapid than you would normally expect without mentoring? | **90** Yes | **10** No | **0** NA |
| 5. | Did the new teacher develop beyond what your normal first year expectations would be? | **80** Yes | **20** No | **0** NA |

☼ Comments on new teacher professional development:
**See Attachment A**

☼ List one or two top expectations you had for the new teacher.
**See Attachment B**

## School Context and the New Teacher

6. Do you feel the mentor helped the new teacher learn your school's standard operating procedures better than would be normal during the first year?

| 80 | 20 | 0 |
|---|---|---|
| Yes | No | NA |

7. Did the new teacher learn the ins and outs of the school and community more quickly than normally would have been the case without mentoring?

| 70 | 30 | 0 |
|---|---|---|
| Yes | No | NA |

8. Do you feel the new teacher's person problems and his/her relationships with existing staff were addressed or better understood because of the mentor's presence?

| 80 | 20 | 0 |
|---|---|---|
| Yes | No | NA |

☼ Comments on the school context and the new teacher:
**See Attachment C**

## The Project Structure

9. Beginning teachers for the project were selected because they were under contract by July 15, 1993. Do you feel new teachers hired by that date are generally of a better quality than those hired after that date?

| 30 | 40 | 20 | 10 |
|---|---|---|---|
| Yes | No | NA | NR |

10. Mentors are paid $1,000 by the project for the year's work. Looking to the future, do you feel a similar financial or equivalent reward would be needed to make one-on-one mentoring an accepted responsibility for veteran teachers?

| 50 | 50 | 0 |
|---|---|---|
| Yes | No | NA |

11. Does your school already have some form of structured help for new teachers that differs from the annual general faculty orientation?

| 40 | 60 | 0 |
|---|---|---|
| Yes | No | NA |

☼ Comments on project structure:
**See Attachment D**

THANKS FOR YOUR HELP

Return in the enclosed envelope to: Dr. Alan Zetler
Western Montana College
710 South Atlantic
Dillon MT 59725-3598

27

**Attachment A**

ADMINISTRATOR'S SURVEY COMMENTS 1993-94

"Comments on new teacher professional development" item.

Mentoring wonderful in every way, i.e., helps teachers, students and administrators.

Because of _____'s maturity and past experience, he was able to start in the classroom and achieve.

Much more poised and confident.

_____ was a professional before he took the job and he became an important person in the interaction among the staff. He took professional advice from his fellow workers and put it to good use in the classroom.

Was able to connect with significant teaching personnel quicker because of mentor's intervention.

The mentoring program fills a void left by every professional development program. It is site based and deals with the realities of the job.

**Attachment B**

ADMINISTRATOR'S SURVEY COMMENTS 1993-94

"List one or two top expectations you had for the new teacher."

Successful first year: Works well with kids.

Communicates well with co-workers. Handle discipline with intermediate students. Not try to implement too many changes.

Rapport with students and community: Discipline control in the classroom.

To be knowledgeable in _____: To be able to write an I.E.P.

To relate to students in a positive way and provide a class that is useful for any future experience the students may encounter.

To provide a structured discipline oriented learning situation.

Good classroom control: Students on task during class time: Methodology and activities are designed to meet individual needs of students.

Respectable classroom management: Meeting curricular expectations of the subject area.

Learning to deal with parents who are board members or spouses of board members.

To follow district policies and procedures: Work as a team member with existing faculty: Use common sense in dealing with kids.

**Attachment C**

ADMINISTRATOR'S SURVEY COMMENTS 1993-94

"Comments on the school context and the new teacher"

_____ has "fit" in very well. Because of the person he is -- it is difficult to know how his first year would've been without the mentor program.

Having the mentor was something that worked very well for _____ school.

**Attachment D**

ADMINISTRATOR'S SURVEY COMMENTS 1993-94

"Comments on project structure"

Keep the project going for future teachers. ☺

I would like to develop such a program possibly within.

When I spoke with Dr. Spuhler yesterday, I told him I felt it should be a volunteer type of program. If a district was forced or it was mandated--I think it would lose its effectiveness.

Excellently done!

Ran very efficiently and smoothly.

I would hope that it continues at the district levels. I believe it has equal value for both mentor and mentee.

We see no need for the stipend for mentors. In fact, it hurts programs in which other teachers act as mentors as a professional privilege/obligation.

## MENTORS' ATTITUDE TOWARD PROGRAM
## MAY, 1994

N = 11

Question 1: Attitude regarding the program

| Positive | Negative |
|---|---|
| 11 (one unable to attend) | 0 |

Reason why positive

Practical wisdom and knowledge.
I learned as much as new teacher.
Friendship developed -- rapport developed.
Encouragement, support, advice for the beginner.
Mentees develop their own goals.
Getting together -- relaxing breaks.
Sense of purpose, bonding.
Support in times of peer conflicts.
Salvage the new teacher from the frustrations and shattered dreams.
Mentor has "been there/done that."
Mentor & Mentee in professional problem solving relationship.
Involvement in a research project with observable implications.
Flexibility in scheduling and sensitivity to individual situations.
Right amount of information without creating expectation anxiety.
Logistical arrangements satisfactory.
Support system to help clarify unspoken rules unique to the district.
Formal framework to facilitate transition of new teachers into a system.
Legitimize the concerns of new teachers.

Concerns about the process

Personality clash between the pair.
Mentees don't know or articulate what they need/want.
Lack of information to other teachers about the program.
Mentor at first questioned own capabilities.
Lack of enough time to devote to mentee or to the program.
Lack of structured or released time within district.

Suggestions for change

Mentor training before the start of school.
More direction for mentor in the beginning.
No journal for mentees.

More get togethers.
Half of money to mentees.
Guidebook too detailed.
More concrete specifics at first general meeting.

Question 2: What was the program's effect on you, the mentor?

| Positive | Negative |
|---|---|
| 11 (one unable to attend) | 0 |

Reasons

Personal learning experience.
Renewed sense of professionalism.
Reliving the experience of a first-year teacher.
Re-examination of own teaching methods and style.
Awareness of individual teaching styles.
I helped someone reach their goal--sense of satisfaction.
Closer relationship to another teacher.
Insight into another's concerns/reflecting on my own.
Inspiration by mentee's new ideas and attitudes.
A privilege to be of help.
Reminder that trivia and routine may not be taken so lightly by others.
New avenues of friendship.
Professional associations from around the state are valued.
Teaching does have some unique rewards.
I'll reach out more to new teachers.
Helped mitigate the problem of being in different buildings although our concerns were similar via conferencing.
Looked at professional development as more than a function of schedules or business.
Helped relieve the sense of isolation via group contacts and participation in the research.
Appreciated the sense of "safe-talk."
Helped enhance a personal goal of establishing associations with new teachers.
Helped me back away from my personal tendency to be a mother hen.
Made me aware that someone should be available for any new teacher.
I would like to continue the relationship next year.
A good lesson for a future administrator.
I have always felt it to be my duty to share my experiences with new teachers. The program created a role responsibility in a formal way.
I have a sense of power--it is now my job to contribute my two cents worth!

## ATTITUDE STATEMENT FROM MENTEES ON THE MENTORSHIP PROGRAM MAY, 1994

N = 12

Question 1: What personal impact did the BTSP have on you?

| Positive | Negative | Conditional |
|---|---|---|
| 11 | 0 | 1 |

Positive related

Stress and fatigue are normal in teaching.
Personal problems--suggestions, listening, "that happened to me, too,: handle personal problems on personal time, not school time.
Freely vent my feelings.
See the human side of each other.
Confidence builder.
Stand firm on your convictions.
Advisor - my mentor.
Confidant - my mentor.
Minimize potential stress.
Advice and information with which to make tough decisions.
Mentor is a beacon--the structure facilitated our talking.
My feelings toward everything my first year were normal and O.K.
A friend in the building.
Interpreter of teachers' lounge/faculty/staff attitudes, giving me an inside edge.

Personal concerns/exceptions to positive impact

A breach of confidentiality, in my opinion.
Mentor did not seem to want to help me improve day-to-day teaching.

Question 2: What professional impact did the BTSP have on you?

| Positive | Negative | Conditional |
|---|---|---|
| 9 | 1 | 2 |

Positive related

They (college) forgot to tell us so many things. I felt stupid, but she was there for advice.
Helped me grow professionally.
Allowed me to try and discover academic and classroom control ideas.
This is just a part of teaching--keep going!
Someone to help me develop my teaching goals--and reaching them.
Unlock student potential.
Understand the dynamics of the system.
Allowed me to fail and succeed as a teacher.
Change from a college student into a professional teacher.
I can talk to parents with confidence.
I was able to see how to handle potentially harmful situations that may have impacted my future employment in that district.
The frequency of advice was beneficial.
Recognition of what I had done and what I should pursue.
Reassurance that I was doing the right thing relative to my style. I did not have to do things like my mentor would.
Able to discuss theories and discipline in a shared experience environment.

Concerns or exceptions to "professional" impact on mentee

I was not ready to develop at the professional level that my mentor wanted me to. Perhaps a 2nd year mentorship might be more appropriate.
There was a major censorship issue in town and I was left alone to deal with the "den of lions." But, I emerged stronger for the experience.

Question 3: What was your attitude toward the Mentor-Mentee relationship as you experienced it?

| Positive | Negative | Conditional |
|---|---|---|
| 9 | 1 | 2 |

Positive related

We became friends. Mutual reliance on each other for ideas.
Through communication, we learned to understand each other (after a rough start).
This person is of great value to my life both professionally and personally. I will remain forever grateful.

We hit it off right from the start. She was easily approachable and I had complete trust in her.

Growth for both of us. Mentor was a good professional example.

We are compatible. Could be tense if I were paired with the wrong individual.

Mostly positive.

You need to have the same philosophy--they can answer your questions but not tell you what to do.

I can come to her in the future for guidance and support.

Concerns or exceptions to positive comments on mentor-mentee relationship

Positive but I feel for the work I did I got zero and my mentor received $1,000. That bothers me somewhat.

Uncomfortable at first. She made me feel less than her. We had a few blowouts. Now we get along well.

There were times when we were on a different page. For instance, in the first month of the year he gave me a half dozen books to read. Never read one. That did not work.

We have so few teachers, our relationship may have been the same without the formal mentor program. We know each other whether we like it or not.

Would have been better if mentor had been elementary person or at least in the same building.

## CONSENSUS OF QUALITIES DESIRED IN MENTORS AS SEEN BY MENTEES

**Lewistown Meeting - May 2, 1994**

Positive Qualities

Approachable
Candid but non-critical
Knowledgeable
Open minded
Innovative
Compatible style
Similar teaching area
Reality based
Believes in the BTSP
Accepting
Reliable
Treat new teacher as an equal
Confidential

Negative Qualities to Avoid

Too experienced to the point of being stone hardened
Selfish
Narrow minded
Lack of motivation
Tries to give too much information -- overwhelming
Smothering mother hen

An idea:

In selected cases, it might be wise to wait awhile before pairing.

## Research Question No. 2

2. What is the association between successful mentoring and selected contextual conditions under which the relationships function in a cross-section of Montana schools?

## Research Question Number 2

## Association Between Mentoring Success and Selected Context Conditions

### PROCEDURES

As explained in the research design, the impact of context conditions on the beginning teacher is a function of frequencies--the number of times context issues surfaced via journal entries, on-site interview statements by mentor or mentee, administrative comments while on-site, or by direct observation. Directory information and policy statements were not directly used, but were included if referenced by respondents.

Journals for the beginners' 1993-94 year were submitted in May 1994. Beginning teachers recorded the content of their mentor talks in the journals. On-site interview statements and observations were recorded on prepared forms by the researchers. Both journal and interview statements were classified into categories previously determined by the pilot year of the study (Reproduced here as pages 35-37). A category of "Other" was used to record and later classify entries/comments that did not fit the fixed categories.

Almost 2,000 statements were thus classified, each referred to as a "citation." Journal entries and on-site statements were initially separated to see if mentee respondents felt more comfortable with one or the other response avenue. Given the limitations of writing time and that two people were responding in interviews, interview responses outnumbered journal responses at about a 5 to 3 ratio. Mentee journal entries ranged from 17 to 97 and citations for the interview/observations ranged from 77 to 120 for the pair. The mean frequency of total classified citations per pair was 161, ranging from 94 to 200.

### RESULTS

What most occupies the conversation between new teachers and their mentors? Table 1 shows the 18 topics most often addressed--those cited from 35 up to 60 times for all pairs combined. The 35 boundary is arbitrary. Context and other conditions are most prevalent followed by professional growth and communication conditions. At least three-fourths of the pairs discussed each of the top 18 considerations. Of note is the distribution of certain issues, particularly "other-faculty/staff relations" and "other-extra curricular assignments." These two

categories illustrate how consuming certain conditions appear to be for certain new teachers.

Of the lowest frequencies, 10 or less, the school year calendar and the collective bargaining agreement are structures in place when the new teacher starts. (Table 2) Both are seldom talked about and appear not to be a concern.

Truncating off the highest 18 and the lowest two specific conditions leaves a large midrange of conditions with 10 to 34 citations. Within this midrange, higher numbers indicate greater interest, but not universally so. Instead, examination of the citation plotting reveals that citations tend to cluster, with the localized situation of a particular new teacher in a particular district tending to be the significant cause of an observed frequency. These clusters do reveal that certain new teachers' thoughts are site-specific (context driven). Pupil demographics, for example, is not of much concern in stable enrollments, but is often discussed in districts experiencing rapid expansion or severe decline. Such unique localized conditions impacting the mentor-mentee talk are listed as "Special Characteristics of Mid-Range Citations" on page 42.

Table 3 shows the number of citations and the mean for each of the sub-classifications. The mean is derived by dividing the number of specific conditions for a sub-classification into the sub-class total citations. The higher the mean, the greater the apparent amount of conversational interest. The top 18 specific topics already noted are heavy contributors to the means. "Demands on the individual" and "beginning teacher" are the two highest sub classes. As already noted in Table 1, "faculty/staff relations" and "personal" specifics are, respectively within those two sub-classes, large parts of the noted means of 37 and 35. On the other hand, "Opportunity to participate in in-service" ranks the lowest in conversational interest.

## SPECIAL INPUT ON TEACHER EDUCATION

The question of undergraduate teacher education as a background factor impinging on the new teacher's success has arisen. The interest comes from higher education and K-12 governance/control. Strangely, new teachers and their mentors do not often refer to initial teacher preparation unless specifically asked. There seems to be a relatively clean break between education student and first year practicing professional in mentor-mentee conversation. Higher ed accreditation agencies do not see such a demarcation.

But, given the implications of BTSP for teacher education programs, the project coordinators used one day of the May 1994 general meeting for input on teacher education. This special project was not part of the study design. The structure of teacher education and the effectiveness of instruction were the topics. The "Mentor/Mentee Thoughts on Teacher Education", pages 43-47, found at the end of Research Question No. 2 are the consensus responses and specific comments of the 23 teachers in attendance.

A. Context conditions: Backgrounds brought to the mentor-mentee relationship by the three significant players in the school culture.

The beginning teacher

- Personal
- Cultural
- Professional
- Interpersonal
- Receptivity

The Mentor

- Credibility
- Philosophical compatibility
- Significant associations and contacts
- Leverage within the district
- Empowerment: Self and mentee
- Networking
- Innovation
- Experience similarity
- Control of environment

School and Community

- Culture and history
- Expectations
- Standards
- Adult values
- Pupil values
- Pupil demographics
- School size
- Rural - Urban continuum
- School governance
- School control
- School management
- School system information

B. Communication conditions: The opportunity and effectiveness of talk between mentor and mentee

Formal communication dedicated to mentoring

Released time
Structured observation and activity
School professional development structure
School induction/orientation structure
Substitute availability
Substitute acceptance
Peer evaluation, formative and summative if applicable

Informal communication

Assignment and responsibility similarity
Physical proximity

Interpersonal communication

Mentor barriers and facilitating behavior
Mentee barriers and openness
Philosophical compatibility
Social compatibility

Peer communication

Business separated from social talk

C. Professional growth conditions: Factors in the school culture and in the relationship that affect beginning teacher professional development.

Definitions of professional growth

District policy
Negotiated agreements
Mentor's perception of growth
Mentee perception of growth
Administrator's perception of growth

Access to in-service

Perceived
Actual

Opportunity to participate in in-service

Funding
Leave time
Substitute availability

Rewards for professional growth

Structural
Personal

Concerns Model application

Impediments to implementation
Support for implementation

D. Other conditions as they surface

TABLE 1

## RANKED FREQUENCY OF THIRTY-FIVE (35) OR MORE TOTAL JOURNAL AND INTERVIEW CITATIONS 12 MENTOR/MENTEE PAIRS 1993-94

| Frequency | Citation Classification<br>Main - Sub - Specific | No. of Pairs Responding |
|---|---|---|
| 60 | Context - Beginning Teacher - Personal<br>**(Comment) Even distribution** | All (12) |
| 57 | Professional Growth - Definition - Mentee Perception<br>**Even distribution** | All |
| 55 | Other - Faculty/Staff Relations<br>**35 citations among four teachers, two of which had aides** | 10/12 |
| 55 | Other - Extra Curricular Assignments<br>**37 citations among four teachers, all with extra assignments** | 9/12 |
| 53 | Other - Instruction - Curriculum Content<br>**14 citations from one teacher who was part of a grade level team**<br>**9 citations from one teacher undergoing department curriculum revision** | All |
| 52 | Context - Beginning Teacher - Professional(ism)<br>**Even distribution** | All |
| 49 | Other - Pupils - Discipline<br>**13 from one Sp Ed teacher; 8 each from very small rural schools** | 9/12 |
| 47 | Context - Mentor - Empowerment/Support<br>**22 from three teachers** | All |
| 47 | Context - School & Community - School Governance/Finance<br>**17 from one teacher in district faced with turmoil and closure** | 9/12 |
| 44 | Communication - Formal Communication - Released Time<br>**Even distribution** | All |
| 41 | Context - School and Community - School Management/Policy<br>**Even distribution** | All |
| 39 | Other - Instruction - Methods/Materials/Integration<br>**Concentrated among elementary teachers** | All |
| 38 | Context - School & Community - Expectations<br>**Even distribution** | All |
| 37 | Other - Parent Relations/Conferences<br>**15 citations from teacher in one-teacher school** | 10/12 |

(Continued Next Page)

**TABLE 1**
**(Continued)**

## RANKED FREQUENCY OF THIRTY-FIVE (35) OR MORE TOTAL JOURNAL AND INTERVIEW CITATIONS 12 MENTOR/MENTEE PAIRS 1993-94

| Frequency | Citation Classification<br>Main - Sub - Specific | No. of Pairs Responding |
|---|---|---|
| 37 | Communication - Interpersonal - Mentor Barriers/Facilitating<br>**Even distribution** | All |
| 36 | Context - School & Community - Pupil Values<br>**Even distribution; None from one-teacher school** | 11/12 |
| 35 | Professional Growth - Definition - Mentor's Perception<br>**Even distribution** | All |
| 35 | Professional Growth - Definition - Administrator's Perception<br>**Even distribution** | All |

**TABLE 2**

## LOWEST CONCERNS: BELOW TEN CITATIONS 12 MENTOR/MENTEE PAIRS 1993-94

| Citation Classification | Journal | On-Site | Total |
|---|---|---|---|
| School Calendar/Schedule | 6 | 0 | 6 |
| Negotiated Agreements | 6 | 1 | 7 |

TABLE 3

## NUMBER OF CITATIONS BY SOURCE WITH CLASSIFICATION MEANS
## 12 MENTOR/MENTEE PAIRS
## 1993-94

| Classification | Journal | On-Site | Total | Mean for Class |
|---|---|---|---|---|
| A. Context Conditions | | | | |
| Beginning Teacher | 60 | 114 | 174 | 35 |
| Mentor | 80 | 171 | 251 | 28 |
| School and Community | 110 | 212 | 322 | 27 |
| B. Communication Conditions | | | | |
| Formal Communication | 9 | 155 | 164 | 23 |
| Informal Communication | 11 | 53 | 64 | 32 |
| Interpersonal Communication | 22 | 82 | 104 | 26 |
| Peer Communication | 7 | 24 | 31 | 31 |
| C. Professional Growth Conditions | | | | |
| Definition of Professional Growth | 42 | 111 | 153 | 31 |
| Access to In-Service | 6 | 34 | 40 | 20 |
| Opportunity to participate in In-Service | 5 | 43 | 48 | 16 |
| Rewards for Professional Growth | 19 | 26 | 45 | 23 |
| Concerns Model Application | 3 | 41 | 44 | 22 |

(Continued Next Page)

TABLE 3
(Continued)

NUMBER OF CITATIONS BY SOURCE WITH CLASSIFICATION MEANS
12 MENTOR/MENTEE PAIRS -- 1993-94

| Classification | Journal | On-Site | Total | Mean for Class |
|---|---|---|---|---|
| D. Other Structural Conditions | | | | |
| **Demands on Individual** | 126 | 93 | 219 | 37 |
| Includes: Faculty/Staff Relations | 33 | 22 | 55 | |
| Extra Curricular | 34 | 21 | 55 | |
| Parent Relations/Conferences | 23 | 14 | 37 | |
| Housekeeping | 9 | 2 | 11 | |
| Administrative Involvement | 20 | 12 | 32 | |
| School Program (Curriculum) | 7 | 22 | 29 | |
| **Instruction** | 176 | 31 | 207 | 23 |
| Includes: Assessment | 11 | 3 | 14 | |
| Records | 24 | 2 | 26 | |
| Supplies | 11 | 1 | 12 | |
| Calendar/Schedules | 6 | 0 | 6 | |
| Curriculum Content | 47 | 6 | 53 | |
| Methods/Materials/Integration | 28 | 11 | 39 | |
| Classroom Motivation | 15 | 2 | 17 | |
| Management/Organization | 23 | 6 | 29 | |
| Planning/IEP's/Meetings | 11 | 0 | 11 | |
| **Pupils** | 58 | 36 | 94 | 24 |
| Special Needs Pupils | 10 | 10 | 20 | |
| Discipline | 34 | 15 | 49 | |
| Individualizing | 6 | 5 | 11 | |
| Pupils Parent/Peer Relations | 8 | 6 | 14 | |

## SPECIAL CHARACTERISTICS OF MID-RANGE CITATIONS
## (TOTALING BETWEEN 10 AND 34)
## 12 MENTOR/MENTEE PAIRS
## 1993-94

Pupil demographics, school size, and rural-urban continuum were of concern to two teachers; one from a rapidly growing school with a changing clientele and the other from a district with serious enrollment decline.

School control was a significant consideration only to the teacher whose small rural district is in turmoil.

School professional development structure and school induction structure was of concern only to one teacher whose building already has a form of new teacher support.

The mentor's assignment similarity and physical proximity were concerns evenly distributed across all schools but were only moderately expressed (32 citations each).

Mentors who keep school business talk separated from personal talk are rare.

District rewards for professional growth are of less concern for the first year teacher than are intrinsic personal rewards.

Administrative involvement was the highest concern for the one teacher whose school had the greatest degree of teacher evaluation structure.

Instructional concerns are highest among those beginners whose teaching is highly visible because of being part of grade level teams or being in very small schools.

## MENTOR/MENTEE THOUGHTS ON TEACHER EDUCATION
## GENERAL MEETING - LEWISTOWN - MAY 2, 1994

1. **Is there any inherent advantage in any of the available certification tracks available (B.S. in Ed, Specialty with teaching option, specialty degree with 5th year professional, etc.)?**

   Response Pattern:

   Each one can be made to work. The degree authorizations and certification tracks are potentially equal.

   Comments:

   1. Would be an advantage if one had business world experience first to bring perspective to the classroom.
   2. Get into the classroom early when teaching is being considered.
   3. Different persons may find it an advantage to pursue a particular certification or degree option to match the person's circumstance.
   4. If field experiences are used, should be meaningful--not just a paper corrector or snowflake maker for bulletin boards.
   5. The internship idea has components that would be beneficial.
   6. The lab school concept could be an option as the logistics and expenses of student teaching are a problem.
   7. Bring the enthusiastic teacher in for methods instruction.
   8. Saturation of certain field sites is a problem.

2. **General Studies -- your reaction to the concept.**

   Response Pattern:

   A useful part of teacher ed -- we are educators.

   Comments:

   1. Perspective for a teacher is good.
   2. How to access information and how to organize it for learning needs to replace the factual knowledge.
   3. For elementary, the broad initial exposure to many fields is helpful.

3. **Specialty studies**

**Is the required credit package in majors, minors sufficient for becoming a teacher?**

Response Pattern:

Quantity is not the problem--selection of content and quality is the problem.

Comments:

1. Education must be continual to stay on top of things.
2. Some high schools are ahead of the colleges.
3. Colleges need to teach higher level skills instead of factual knowledge.
4. Invite the student to attend workshops/conferences--the same attended by the professor.
5. The college could rid itself of inefficiencies, eliminating some content by keeping in closer touch with what the public schools need.
6. Erase the boundary between secondary school and college with approaches such as Tech Prep. This is good because college and public school teachers sit down together and write the curriculum. Also, the integration of subjects is a bonus. Part of the problem is, professors are reluctant to accept learning that does not come from them/their class. Portfolio assessment is good in that it addresses both the hard (academic) side and soft side (affective) of pupils.

4. **Professional Studies**

**How do you react to the array of professional studies offered by the colleges?**

Response Pattern:

Potential could be realized if content and instructors had a basis in reality.

Comments:

1. Professional studies classes tend to be oriented to elementary in combined elementary/secondary classes.
2. If a practicing public school teacher/administrator is part of the instruction, the better the class.
3. "Integration" is the word, but content is often taught separately. However, integrated college instruction might be useful.
4. Concepts are the need--applicable to K-12. Concrete examples/needs cannot be addressed anyway. Middle school teaching as a concept, for example, is more valuable than cute, idealistic teaching exercises.
5. Make us think--develop our philosophy.
6. Professors need to make clear what their intentions are.

5. **What can the teacher ed programs not teach you because the knowledge needed is context driven? What has to wait for "personal practical knowledge?"**

Listing of Ideas:

1. Equipment, textbooks and other technical aids will probably be different among schools. Therefore, give the basics and inform teachers where to go for the special needs.
2. Multiple exposures rather than a single view. Field exposures would help. Short of that, bring in the special person who works with the daily reality. However, the reality sinks in after being on the job.
3. The people skills needed to function on the job.
   With other staff - with special kids
   Tutoring during college helps--volunteer work with people.
4. Strategies with individual students. IEP's
5. The time it takes to address special needs children.
6. Grades and good intentions are no measure of probable success. Neither is the NTE Core Battery.

6. **How can we weed out persons whose human skills are insufficient? Can we stop them, assuming we cannot teach those skills?**

No Consensus or general solutions.

7. **Why do you learn better from some professors than from others? What advice do you have for instructors?**

Listing of Suggestions:

1. Bring the content and instruction down to my level.
2. Translate the abstract into practical terms.
3. Be reality oriented.
4. Facilitate the bridging between the abstract and the public school classroom. We don't need every answer for every situation.
5. Teach to us, not at us.
6. Be a people person.
7. If I failed your test, there's a chance that you failed as an instructor.
8. Can I respectfully disagree with you without fear of reprisal?
9. Ask us, even though we don't have the doctorate.

**What turns you off?**

1. This is the gospel according to me!
2. If you differ with me, you are blackballed.
3. You know nothing about me as a person.
4. Professors can get locked into a pattern of abstract functioning, research, publishing, etc. This is O.K., but don't let it insulate you from keeping one foot in the real world in which teachers live.

8. **The role model of the college professor.**

The role expectations and academic freedom are much looser than what we must live up to as public school teachers. But, maintain your ethics. There is plenty of room for alternative lifestyle and interests, but don't let it interfere with your instructional responsibilities or interfere with our education.

While on the subject of role models: The children of college professors are not typical of K-12 school children. Your own children are very much on the high side of the curve. To assume classrooms are full of such children would be in error.

## RESEARCH INTERPRETATION AND CONCLUSIONS: A STATEMENT OF LIMITATIONS AND CAUTIONS

Normally, the results of research would now be interpreted and conclusions then drawn. But readers of this report are reminded that the research design calls for a replication next year before the third research question--recommendations and options--can be addressed.

The results of year two are certainly intriguing and generally speak very well of the one-on-one mentorship concept. One thing the researchers have learned is that generalizations are only that; exceptions to the rule invariably do exist and when careers and school children are involved, the human consequences cannot be taken lightly. The emergence of "other conditions as they surface" taught the lesson that pilot year one did not exactly anticipate research year two. It is certainly possible that year three may bring other surprises.

The year two sample of twelve beginning teachers is small and the pooled results of year three will be a good exercise in validation. Until then, the results of this annual report are but tentative answers to the first two research questions. Those who would seek to create recommendations and options from the preliminary results may be acting prematurely.

Cautions notwithstanding, what preliminary statements could be made about the year two results? First, the performance and attitude indicators point to positive professional growth as perceived by the major players. The pace of that growth appears to be more rapid compared to non-mentored beginners.

Second, the context in which the new teacher works causes some conditions to be individually serious or trivial. But across all new teachers, the first year is not generally a cognitive but rather an affective experience. Emotions drive the beginner's sense of well being. Good mentors help the novice work through the personal ramifications of teaching in school systems, allowing attention to shift toward higher level goals of instruction and learning.